DOCUMENT RESUME

ED 283 015 CE 047 452

| | |
|---|---|
| TITLE | Quick Breads. Learning Activity Pack and Instructor's Guide 5.15b. Commercial Foods and Culinary Arts Competency-Based Series. Section 5: Basic Food Preparation. |
| INSTITUTION | Florida State Univ., Tallahassee. Center for Studies in Vocational Education. |
| SPONS AGENCY | Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education. |
| REPORT NO | IE-352-BK-86; IE-353-BK-86 |
| PUB DATE | Jan 86 |
| NOTE | 63p.; For other documents in this series, see CE 047 434-456. |
| PUB TYPE | Guides - Classroom Use - Materials (For Learner) (051) -- Guides - Classroom Use - Guides (For Teachers) (052) -- Tests/Evaluation Instruments (160) |
| EDRS PRICE | MF01/PC03 Plus Postage. |
| DESCRIPTORS | Behavioral Objectives; Competency Based Education; *Cooking Instruction; Food; *Food Service; *Foods Instruction; Learning Activities; *Occupational Home Economics; Secondary Education |
| IDENTIFIERS | *Breads; Florida; *Food Preparation |

ABSTRACT

This document consists of a learning activity packet (LAP) for the student and an instructor's guide for the teacher. The LAP is intended to acquaint occupational home economics students with the major types of quick breads, the equipment and ingredients used to prepare them, and the general procedures for mixing and baking them. Illustrated information sheets and learning activities are provided in these areas: introduction to quick breads, types of quick breads, equipment and ingredients, and preparing quick breads. The instructor's guide begins with an instructional matrix in which the information sheets and written activities contained in the LAP and the written test items included in the instructor's guide are cross-referenced to the knowledge objectives addressed by the materials. This is followed by a series of notes to instructors on the LAP series and suggested instructional procedures for use in conducting individual and group enrichment activities. A unit test and answer key are included. (MN)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

LEARNING ACTIVITY PACK

5.15b

SECTION 5

# Quick Breads

## Basic Food Preparation

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

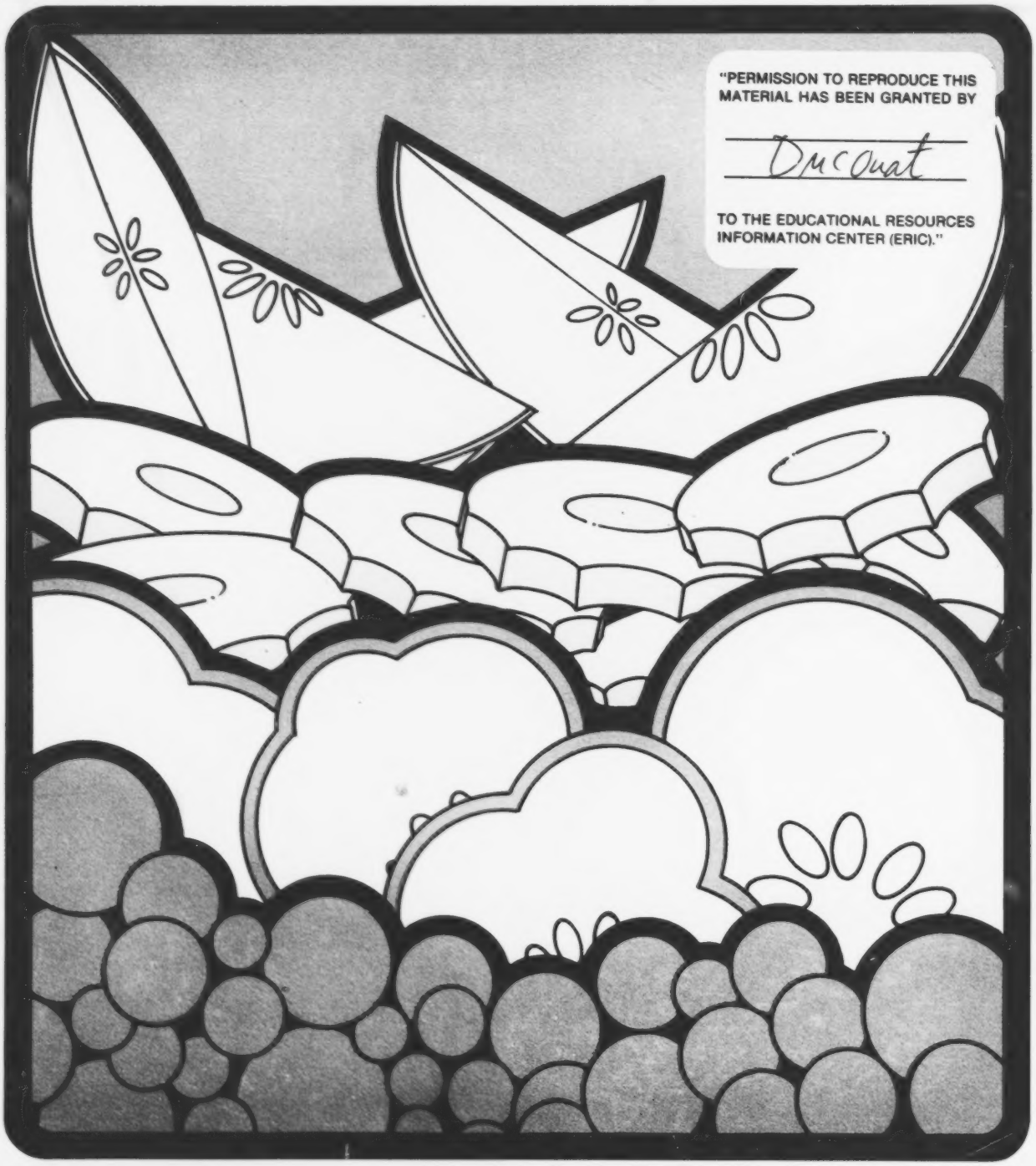
☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ED283015

CE 047 452



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

DuCouat

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Sponsored and published by:
Florida Department of Education
Ralph D. Turlington, Commissioner of Education

Produced by:
The Center for Instructional Development and Services
(Formerly The Center for Studies in Vocational Education)
Florida State University

For further information, contact:
Research Coordinating Unit
Bureau of Program Improvement
Division of Vocational, Adult, and Community Education
Department of Education
Knott Building
Tallahassee, FL 32301-8101

©State of Florida, Department of State, 1986

Authorization for reproduction is hereby granted to the State System of Public Education as defined in 228.041(1), Florida Statutes. No authorization is granted for distribution or reproduction outside the State System of Public Education without prior approval in writing.

The use of trademarks in this document is strictly for the purpose of clarity and in no way should be considered an endorsement by the Department of Education, Florida State University, or The Center for Instructional Development and Services.

**Florida: A State of Educational Distinction.** On a statewide average, educational achievement in the state of Florida will equal that of the upper quartile of states within five years, as indicated by commonly accepted criteria of attainment.

DVACE/01/86/535

123456789/89876

COMMERCIAL FOODS AND CULINARY ARTS COMPETENCY-BASED SERIES

LEARNING ACTIVITY PACK

5.15b

SECTION 5

# Quick Breads

**Basic Food Preparation**

State of Florida
Department of Education
Ralph D. Turlington, Commissioner of Education
Tallahassee, Florida
Affirmative action/equal opportunity employer

*Division of Vocational, Adult, and Community Education*

January 1986

# Acknowledgments

**The Division of Vocational, Adult, and Community Education, Florida Department of Education wishes to express its gratitude to the agencies listed, which have granted permission for Florida to adapt the following materials:**

*Quantity Foods,* developed by the 916 Vocational-Technical Center, White Bear Lake, Minnesota.

*Food Management, Production, and Services: Competency-Based Curriculum,* developed for the Tennessee State Department of Education, Division of Vocational Education, Nashville, Tennessee.

Career Related Instruction Series: *Baking and Pastry; Food Preparation; Food Service,* developed at the Capital Area Career Center, Mason, Michigan.

**Also used were:**

Employability Skills Series: *Good Work!* and *Food Production and Services: Learning Manager's Guide,* developed by the Florida Division of Vocational, Adult, and Community Education.

**Subject matter experts who reviewed materials from around the nation, selected the materials to be adapted, and used their considerable experience and talents to monitor the development process were:**

William Jacoby, St. Augustine Technical Center

Richard Petrello, Withlacoochee Area Vocational-Technical Center

William Petsch, Pinellas Vocational-Technical Institute

Nancy Steryous, St. Petersburg Vocational-Technical Institute

Bill White, Northeast Senior High School, St. Petersburg

John Wright, Westside Vocational Skills Center, Jacksonville

Ronald Zabkiewicz, South Technical Education Center, Boynton Beach

**Assistance on the project was also given by:**

Valeria Mason and Iris Helveston, Regional Program Consultants, Division of Vocational, Adult, and Community Education

**The following individuals at The Center for Instructional Development and Services, Florida State University, adapted the materials:**

Romeo Massey, Project Manager

Catherine P. Fulford, Shahrokh Massoudi, Hilary L. Morris, and Margaret Van Every, Instructional Designers

Margaret Barlow, Frances Brock, Ellen Wells, and Charles Silverman, Writer/Editors

John Francis, Visual Designer

Gary Carroll, Deborah Green, and Fred Clark, Illustrators

## Purpose and Contents

**Purpose**

The purpose of LAP 5.15b is to acquaint you with the major types of quick breads, with the equipment and ingredients used to prepare them, and with the general procedures for mixing and baking them.

**Contents**


**Introduction** ..... 2

**Vocabulary** ..... 5

**Introduction to Quick Breads** ..... 7

**Types of Quick Breads** ..... 10
Mixtures for Batter and Dough ..... 10
Major Varieties of Quick Breads ..... 10

**Equipment and Ingredients** ..... 13
Equipment for Mixing Batter ..... 13
Equipment for Making Up and Baking ..... 13
Ingredients ..... 14

**Preparing Quick Breads** ..... 19
Mixing Methods ..... 19
Preparing Rolled Biscuits (Soft Dough) ..... 20
Preparing Muffins (Drop Batter) ..... 22
Preparing Popovers (Pour Batter) ..... 23

**Answer Keys for Written Activities** ..... 32

# Introduction

**Written Test**

You will be able to pass the written test for LAP 5.15b when you can successfully complete the following:

1. Match vocabulary words with their definitions. (At least 8 out of 10 must be correct.)

2. Choose the correct words or phrases to complete multiple-choice statements about quick breads. (All 4 must be correct.)

3. Complete statements about types of quick breads by filling in the blanks with words selected from a word bank. (At least 10 out of 13 must be correct.)

4. Match the names of equipment with illustrated pieces of equipment. (At least 10 out of 12 must be correct.)

5. Identify the names of the six major quick-bread ingredients, and match them with their functions. (All 6 must be correct.)

6. Choose the correct words or phrases to complete multiple-choice statements about mixing methods. (At least 8 out of 9 must be correct.)

7. Match three kinds of quick breads with the characteristics they have when prepared correctly. (All 3 must be correct.)

If you feel you know enough to pass the written test for LAP 5.15b before studying it, talk with your instructor.

**Skills Test**

You will be able to pass the skills test for LAP 5.15b when you complete the following successfully:

1. **Prepare rolled biscuits.** The biscuits must be evenly shaped, with smooth, level tops and straight sides. Their crusts must be a light golden brown and tender. Their crumb must be creamy white, slightly moist, and flaky, and should peel off in layers. Each should be about double the size of the cut biscuit dough. All safety precautions and sanitation procedures must be followed.

2. **Prepare muffins.** The muffins must have thin, evenly browned crusts. Their tops should be pebbled. Their crumb should be even grained with no tunnels, slightly moist, tender, and light. All safety precautions and sanitation procedures must be followed.

3. **Prepare popovers.** The popovers must be large and well puffed. Their shells should be golden brown and crisp and their walls thin. Their insides must be hollow and the inside walls slightly moist. All safety precautions and sanitation procedures must be followed.

REMEMBER . . . Your final performance will also be judged on how well you:

- organize your work area for efficient production before starting,

## Introduction (continued)

- follow the steps correctly in the right order, and
- clean your work area when you are finished.

If you feel you know enough to pass the skills test for LAP 5.15b before practicing the skills, talk with your instructor.

**Learning Steps**

To help you pass the written and skills tests for this LAP, you should follow these learning steps in order. There are two kinds of activities you will be asked to do:

**Written activities** will prepare you for the **written test**. They should all be done on a separate sheet of paper. The answers for these activities are in the back of this LAP. **Do not write in this LAP!**

**Practice Checklist activities** will prepare you for the **skills test**. They will be done in the kitchen or dining area. Check with your instructor before beginning these activities.

1. View the filmstrip *Quick Breads and Their Ingredients*, and complete the activity.
2. Read and study **Information Sheet 1:** Vocabulary.
3. Complete **Activity 1:** Matching Vocabulary Words. Check your answers.
4. Read and study **Information Sheet 2:** Introduction to Quick Breads.
5. Complete **Activity 2:** Quick Breads. Check your answers.
6. Read and study **Information Sheet 3:** Types of Quick Breads.
7. Complete **Activity 3:** Types of Quick Breads. Check your answers.
8. Read and study **Information Sheet 4:** Equipment and Ingredients.
9. Complete **Activity 4A:** Equipment. Check your answers.
10. Complete **Activity 4B:** Ingredients. Check your answers.
11. View the filmstrips *Soft Dough—Biscuits, Pour Batter—Pancakes,* and *Drop Batter—Blueberry Muffins,* and complete the activities.
12. Read and study **Information Sheet 5:** Preparing Quick Breads.
13. Complete **Activity 5A:** Mixing Methods. Check your answers.
14. Complete **Activity 5B:** Quick-Bread Characteristics. Check your answers.

## Introduction (continued)

15. Complete **Activity 5C:** Practice Checklist—Prepare Rolled Biscuits.

16. Complete **Activity 5D:** Practice Checklist—Prepare Muffins.

17. Complete **Activity 5E:** Practice Checklist—Prepare Popovers.

18. Get **Written Test 5.15b** from your instructor and complete it. If you are successful, go on to Step 19; if not, talk with your instructor.

19. Have your instructor evaluate you on **Skills Test 5.15b**. If you are successful, you have completed this LAP; if not, talk with your instructor.

## Information Sheet 1
Vocabulary

The following words will be used in this LAP. Study the list. When you think you know all the words, test yourself by doing the practice activity.

1. **elastic**—easily stretched or expanded; flexible
2. **porous**—having many small holes that allow liquids to be absorbed or to pass through
3. **dissolve**—to be absorbed into a liquid; to become fluid
4. **cut in**—to blend one ingredient into another; to distribute shortening in flakes or lumps among the dry ingredients of quick breads
5. **leavening**—a substance that causes a product to rise during baking
6. **knead**—to work dough with the hands in order to press the air out and develop the gluten
7. **gluten**—an elastic substance (protein) in wheat flour that gives strength to dough
8. **sift**—to pass dry ingredients through a sieve (a fine screen) in order to make them light
9. **dust**—to sprinkle with flour in order to prevent sticking
10. **crumb**—the soft, inside part of bread

## Activity 1
Matching Vocabulary Words

**Directions**

**On a separate sheet of paper,** write the vocabulary words listed below. Beside each word write the correct definition, chosen from the following list.

DO NOT WRITE IN THIS LAP

**Vocabulary Words**

1. **elastic** _____
2. **porous** _____
3. **dissolve** _____
4. **cut in** _____
5. **leavening** _____
6. **knead** _____
7. **gluten** _____
8. **sift** _____
9. **dust** _____
10. **crumb** _____

**Definitions**

To blend one ingredient into another; to distribute shortening in flakes or lumps among the dry ingredients of quick breads

Having many small holes that allow liquids to be absorbed or to pass through

To work dough with the hands in order to press the air out and develop the gluten

An elastic substance (protein) in wheat flour that gives strength to dough

To be absorbed into a liquid; to become fluid

A substance that causes a product to rise during baking

To pass dry ingredients through a sieve (a fine screen) in order to make them light

The soft, inside part of bread

Easily stretched or expanded; flexible

To sprinkle with flour in order to prevent sticking

**Check your answers in the back of this LAP.** If you miss any, review Information Sheet 1.

## Information Sheet 2
Introduction to Quick Breads

Quick breads are among the simplest—and quickest—bakery products to prepare. They have some of the qualities of both yeast breads and cakes. Generally, they have a tenderer, more cakelike texture than yeast breads. Though often sweeter than yeast breads, they usually aren't as sweet as cakes. Among the best-known quick breads are *biscuits, muffins, popovers, loaf breads, cornbreads, coffee cakes, scones,* and the breakfast favorites *pancakes* and *waffles*.

Quick breads are often placed on menus instead of yeast breads and rolls because they're less expensive and they take less time to prepare. With today's need to increase speed and cut costs, it's no surprise that freshly baked quick breads are popular among food-service managers and cooks. Many food-service establishments have even built their reputations on the quick breads featured on their menus.

Once you learn the basic methods of mixing and baking, you'll be able to make a great variety of these nutritious breads. You'll use whole-wheat flour, rye flour, cornmeal bran, oatmeal, many kinds of fruits, nuts, and spices, and even vegetables in their preparation.

Prepared mixes for biscuits and muffins are available, and they're widely used by homemakers. But food-service workers can create superior products by carefully and imaginatively selecting and mixing ingredients.

Why are quick breads quick and easy to make? To understand why, we need to look at two of the major ingredients in all baked products: flour and leavening.

- *Flour* gives form and shape to the baked product and helps it hold together. When mixed with a liquid, the *gluten* in flour makes batters and doughs sticky, elastic, and strong. Because bread flour contains the greatest amount of gluten, this kind of flour makes the strongest and most elastic dough. When baked, strong dough becomes a firm-textured product. Since yeast breads and rolls require a firm texture, they're made with bread flour (see LAP 5.15a, *Yeast Breads*). All-purpose flour and cake flour contain less gluten and as a result make a softer dough (or batter) and a tenderer baked product. Quick breads require a soft, tender texture, so they are made with all-purpose flour and sometimes with cake flour. Since these kinds of flours don't need as much gluten development, quick breads can be mixed in just a few minutes; you don't have to spend a long time kneading the dough.

- The gases produced in batters and doughs by *leavening agents* make baked products rise and become light and porous. Quick breads are leavened with fast-acting chemical agents (usually baking powder) and steam, instead of the slower-acting yeast. There's no fermentation period of two or three hours during which gases are produced, as there is in making yeast breads. The quick-bread mixture is taken directly out of the mixing machine, made up, and baked. So, without fermentation time and with just a short mixing time, quick breads live up to their name!

## **Information Sheet 2** (continued)
Introduction to Quick Breads

Quick breads, however, do dry out and spoil quickly, because they're made with only a small amount of shortening. The flavor and aroma of quick breads are at their peak when these products are served hot from the oven. Biscuits, muffins, and popovers should never be served cold. Quick breads can be frozen, though, and kept for several months in a freezer. When reheated, they will taste almost as good as fresh-from-the-oven breads.

# Activity 2
## Quick Breads

**Directions**

**On a separate sheet of paper,** write out the following statements. Choose the best answer for each to fill in the blanks.

1. Quick breads are often served instead of yeast breads because they are _____.
   —more nutritious and less expensive
   —less expensive and take less time to prepare
   —more popular and more nutritious
   —tenderer and more cakelike

DO NOT WRITE IN THIS LAP

2. One major reason quick breads are quick and easy to make is that _____.
   —you don't have to knead the dough a long time
   —they can be frozen and reheated
   —you don't have to bake them a long time
   —they dry out rapidly

3. Another major reason quick breads are quick and easy to make is that _____.
   —they rise and become light and porous
   —they have the most elastic gluten
   —they don't need leavening, only steam
   —they're leavened with fast-acting agents

4. _____ flour and _____ flour are used for most quick breads.
   —All-purpose, cake
   —Rye, whole-wheat
   —Bread, all-purpose
   —Cake, whole-wheat

**Check your answers in the back of this LAP.** If you miss any, review Information Sheet 2.

# Information Sheet 3
## Types of Quick Breads

### Mixtures for Batter and Dough

Quick breads are made from three kinds of mixtures: pour batter, drop batter, and soft dough. These mixtures differ mainly in the proportions of liquid and flour used in them.

**Pour batters** have a large amount of liquid and a small amount of flour. They're thin and can be poured into a baking pan. Among the pour-batter quick breads are pancakes (also known as griddle cakes and hot cakes), waffles, crepes, and popovers (very light, hollow muffins).

**Drop batters** are thicker than pour batters because they have less liquid and a larger amount of flour. As their name implies, they're dropped—from a spoon or scoop—onto a baking sheet or into a pan. Popular drop-batter quick breads are muffins, cream puffs, coffee cakes, breads, and drop biscuits.

**Soft doughs**, with the smallest amount of liquid and the largest amount of flour, are thick and stiff. They are rolled out and cut into shapes. Rolled biscuits and donuts are made from soft doughs.

### Major Varieties of Quick Breads

#### Biscuits

Biscuits are a favorite quick bread for any meal, but especially for breakfast. They may be mixed several ways, depending on the ingredients used. The basic ingredients are flour, shortening, milk, sugar, baking powder, and salt. Eggs and butter are often added for a richer flavor and texture. Unusual ingredients such as oranges and cheese may also be added to create special biscuits.

The ingredients are mixed to form either a drop batter or a soft dough. The drop batter is dropped onto a baking sheet, and the soft dough is rolled out and cut into the desired shape.

The *dropped biscuit* is dropped onto a greased baking sheet from a spoon or scoop. The dropped biscuit is smaller, less perfect in shape, and rougher in texture than the rolled biscuit. It's a light golden brown on the outside with a crisp crust similar to that of a muffin. Inside, the dropped biscuit is creamy white and slightly moist, with a tender crumb.

The *rolled biscuit* has a more regular shape than the dropped biscuit and is smoother in texture. But like the dropped biscuit, its outside is a light golden brown and its inside is white and slightly moist. The texture of the inside is flaky, with a light and tender crumb.

A delicious variation on the biscuit is the *scone*, a sweet, cakelike quick bread often served with tea. Other variations include the buttermilk biscuit, the cheese biscuit, the currant biscuit, and the herb biscuit. Biscuits of any kind should always be served fresh from the oven.

## **Information Sheet 3** (continued)
Types of Quick Breads

### Muffins

Of all the quick breads, muffins take the least time to prepare. The baking period usually is no more than 15 or 20 minutes.

Like biscuits, muffins are a favorite at any meal. These round, tender, golden brown products can be prepared in so many ways that it's unlikely that customers will ever tire of them. Muffins are slightly moist inside; the crumb is tender and the flavor mild. They are baked in small cup-shaped molds, called muffin cups. They are best served fresh from the oven.

*Popovers* are hollow muffins made without baking powder. They rise in the oven because the large amount of liquid used in the batter turns to steam, causing them to pop up in the heated muffin pan.

### Loaf bread

Loaf bread is simply muffin batter baked in a loaf pan or regular baking pan. Certain quick breads, such as banana bread and nut bread, are best made and served as loaves. Loaves take longer than muffins to bake, because the large amount of batter heats through slowly. The longer baking time results in a smooth, rounded crust. Cooled loaves may be either sliced and served or wrapped and stored for later use.

### Cornbread

Cornbread is similar to muffins, but its texture is grainier because cornmeal is used in the batter. Liquid must be added slowly to the mixture to prevent lumps from forming; cornmeal doesn't absorb liquid very quickly. Cornbread batter may be baked in a muffin pan, a cake pan, or a cornstick pan.

## Activity 3
Types of Quick Breads

**Directions**

Read the statements below. **On a separate sheet of paper,** write out the statements and fill in the blanks with the correct words selected from the word bank that follows. (Some answers may be used more than once.)

DO NOT WRITE IN THIS LAP

1. Pour batter is _____ because it has a large amount of _____ and a small amount of _____.
2. Popular drop-batter quick breads are _____ and _____.
3. Rolled biscuits and donuts are made from _____.
4. Of all quick breads, _____ take(s) the least time to prepare.
5. _____ are hollow muffins made without baking powder.
6. Loaves take longer than muffins to bake because the large amount of _____ heats through slowly.
7. Certain quick breads, such as _____ and _____, are best made as loaves.
8. _____ make(s) _____ puff up in the pan.

**Word Bank**

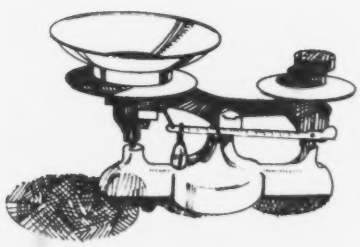
soft dough
banana bread
salt
baking powder
yeast
thin
flour
rolls
pour batter
sugar
steam
liquid
nut bread
muffin cups
lumps
popovers
batter
muffins
drop biscuits

**Check your answers in the back of this LAP.** If you miss any, review Information Sheet 3.

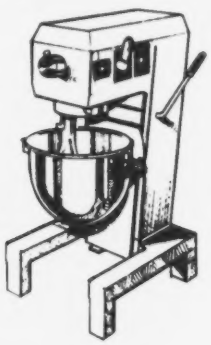
# Information Sheet 4
## Equipment and Ingredients

### Equipment for Mixing Batter

The major equipment needed for making quick-bread batter in a commercial kitchen includes a baker's scale (for weighing ingredients), a mixing machine, measures, a wire whip, a pastry blender, and a plastic scraper. These are illustrated below. (General information about baking equipment is given in LAPs 4.1, *Introduction to Commercial Cooking Equipment*; 4.2, *Proper Use and Care of Miscellaneous Equipment*; 4.4, *Recognition and Use of Kitchen Tools and Equipment*; and 5.1b, *Reading and Converting Recipes/Weighing and Measuring*.)

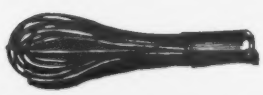


*Baker's scale*



*Mixing machine*

*Measure*



*Wire whip*

*Pastry blender*

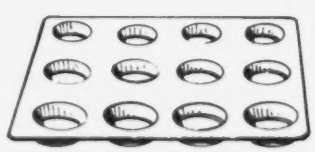
*Plastic scraper*

### Equipment for Making Up and Baking

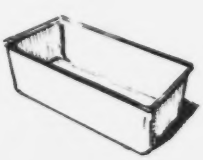
When quick-bread batter is ready to be made up and baked, you may use some of these tools and utensils: a pastry brush, a flour sifter, a muffin pan or a loaf pan, a rolling pin, and a pastry cutter. (See the following illustrations.)

*Pastry brush*

*Flour sifter*



*Muffin pan*



*Loaf pan*

*Rolling pin*

*Pastry cutter*

## Information Sheet 4 (continued)
Equipment and Ingredients

**Ingredients**

All quick breads contain six basic ingredients: flour, leavening, sugar, liquid, salt, and shortening. Eggs, also, are commonly used in quick breads.

### Flour

Flour is made from cereal grains. It contains proteins and starches. White wheat flour generally is used in baking, and the all-purpose variety of white wheat flour is used most often in baking quick breads. All-purpose flour contains enough gluten to give quick breads structure (form and shape) and elasticity, but not enough to make them tough.

### Leavening

Leavening makes quick bread rise. Fast-acting baking powder is the most commonly used leavening for quick bread. When mixed with liquid and heated, baking powder releases carbon dioxide gas, which causes the dough to rise. It's important to use exactly the amount of baking powder stated in the recipe. Too much baking powder will produce too much carbon dioxide, and the quick bread will collapse. Too little baking powder, on the other hand, will not produce enough carbon dioxide, and the quick bread will be small and hard.

### Sugar

Besides giving sweetness to quick bread, sugar aids in browning the crust. It also helps make the inside tender by absorbing moisture.

### Liquid

The liquid used in quick breads serves several purposes. It mixes with the gluten (protein) in flour to help make the dough (or batter) strong and elastic. It dissolves other ingredients, such as baking powder, salt, and sugar. And it acts as a leavening agent when it changes to steam during baking.

The liquid used in most quick breads is milk. (Sour milk or buttermilk is used in some recipes.) Milk adds flavor and richness, aids in browning, gives the mixture the consistency (thickness) needed, and causes the baking powder to produce carbon dioxide, the leavening gas.

### Salt

Salt brings out the flavor of the other ingredients and adds flavor of its own. A small amount is generally all that's needed.

## **Information Sheet 4** (continued)
Equipment and Ingredients

### Shortening

Shortening (the edible fat used in baked products) does more than any other ingredient to make quick breads tender. The fat coats the gluten strands in flour, causing them to shorten and slip, rather than stick. As a result, the batter or dough rises more evenly and the product is tenderer. Shortening also aids leavening; when beaten, the fat traps air in the batter. During baking, the air expands, helping the bread to rise. Some kinds of shortening do not add to the flavor of quick bread, but butter or margarine may be used if their flavor is desired.

### Eggs

Eggs, the additional ingredient used in many quick-bread preparations, add nutrients, color, and flavor. They also contribute to structure (form and shape). When beaten or whipped, eggs help bring air into the product, which makes it lighter. In addition, egg proteins give the batter or dough greater elasticity.

# Activity 4A
## Equipment

**Directions**

Look at the following 12 illustrations. **On a separate sheet of paper,** write the numerals 1 through 12. From the word bank on the next page, select the correct name for each piece of equipment illustrated, and write it next to the appropriate numeral.

DO NOT WRITE IN THIS LAP

1. _____

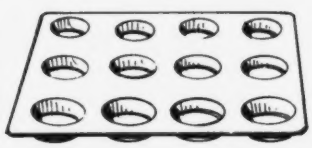
2. _____

3. _____

4. _____

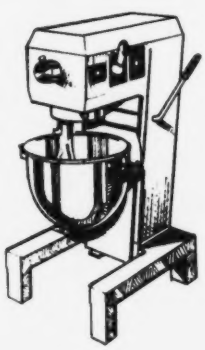
5. _____

6. _____



7. _____

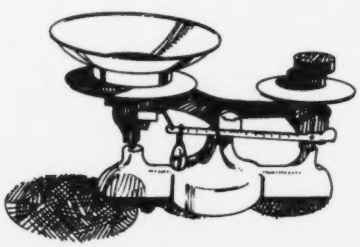
8. _____



10. _____

9. _____

11. _____



12. _____

## **Activity 4A** (continued)
Equipment

**Word Bank**

wire whip
loaf pan
slicing machine
pastry brush
pastry tube
muffin pan
pastry bag
pastry cutter
plastic scraper
mixing machine
portion scales
baker's scale
flour sifter
sheet pan
measure
rolling pin
pastry blender
kitchen fork

**Check your answers in the back of this LAP.** If you miss any, review Information Sheet 4.

# Activity 4B
## Ingredients

**Directions**

**On a separate sheet of paper,** write the names of the six major quick-bread ingredients, as listed below. Then write the correct function(s) of each, chosen from the following list. (Some ingredients may have more than one function.)

**Ingredients**

1. **flour** _____
2. **leavening** _____
3. **sugar** _____
4. **liquid** _____
5. **salt** _____
6. **shortening** _____

**Functions**

Mixes with gluten to help give dough (or batter) its elasticity and strength

Brings out flavor

Gives quick bread form and shape

Helps brown the crust

Makes quick bread tender

Makes the bread rise

Helps make the inside tender by absorbing moisture

Acts as a leavening agent when it changes to steam

Dissolves other ingredients

**Check your answers in the back of this LAP.** If you miss any, review Information Sheet 4.

# Information Sheet 5
## Preparing Quick Breads

### Mixing Methods

There are two basic methods for mixing quick breads: the muffin method and the biscuit method.

- The *muffin method* can yield either drop batter (thick batter) or pour batter (thin batter), depending on how much of each ingredient is used. Drop batters are used for muffins and loaf breads; pour batters are used for pancakes and waffles.
- The *biscuit method* yields a soft dough. In biscuit making, this dough is gently kneaded for a short time. Then it is rolled out with a rolling pin and cut into desired shapes with a pastry cutter.

In addition, the *cake method* is sometimes used for loaves, muffins, and coffee cakes. In this method, the shortening and sugar are creamed together—that is, they're beaten until they form a light and fluffy mixture—and beaten eggs are added. The result is a product with a finer texture and grain than the muffin method produces.

The muffin and biscuit methods are summarized in the chart below.

**The Two Basic Methods for Mixing Quick Breads**

| Biscuit Method | Muffin Method |
|---|---|
| 1. *Sift* flour, baking powder, and salt together in a mixing bowl. | 1. *Sift* flour, baking powder, sugar, and salt together. |
| 2. *Cut* in shortening on low speed until the mixture is like coarse cornmeal. | 2. *Melt* shortening and mix with milk. |
| 3. *Add* milk. Blend on low speed until a soft dough is formed. | 3. *Pour* the liquid mixture into the dry ingredients. |
| | 4. *Mix* until the dry ingredients are moistened. (The mixture will be lumpy.) |

**Tips for Mixing Quick Breads**

**Don't overmix.** Mixing quick-bread batter too long is a common mistake. Overmixing causes the gluten to become tough, like overchewed gum. It produces not only a tough product but one that is oddly shaped. It can also cause "tunnels" (long holes) inside. To avoid these problems, mix the batter as little as possible—only until the dry ingredients are moistened; the batter will have a slightly rough appearance. *The secret of a tender, light quick bread is in the mixing.*

## Information Sheet 5 (continued)
Preparing Quick Breads

**Do mix popover batter very well,** however. This is the one exception to the warning about overmixing. Popovers are supposed to hollow out during baking by developing large holes inside. When popover batter is mixed very well, the elastic strength of the gluten increases, so that the popovers will be strong enough not to collapse as they puff up in the oven.

**Measure the leavening carefully.** Too much leavening may cause some of the quick-bread batter to run over the top of the pan and burn, and the remaining batter may then fall back. Too little leavening produces a quick bread that's too small and heavy.

**Grease and dust the baking utensils.** Baking pans must be clean and completely (but lightly) greased to prevent sticking. Dough-cutting tools and rolling pins should be lightly dusted with flour to prevent sticking.

**Add the dry and liquid ingredients alternately.** Mixing in flour and milk alternately (first one, then the other, and so on) makes a smooth, lump-free batter.

### Prepared Mixes

Although the highest-quality quick bread is the quick bread made from scratch, some prepared mixes on the market produce excellent results. Only liquids and eggs need be added to these mixes. Their use is becoming more common in food service because of the saving in preparation time. (The time saved can be considerable when quick breads are baked in large quantities.)

Some food-service establishments prefer to make their own mixes in quantity in order to further reduce costs. A basic quick mix contains flour, sugar, baking powder, salt, and shortening. These ingredients are blended on low speed until coarse looking. The mix should be stored in tightly covered containers. Correctly stored, a mix will keep for several months. By adding other ingredients as needed, you can use the basic mix for biscuits, muffins, cornbread, and loaf breads.

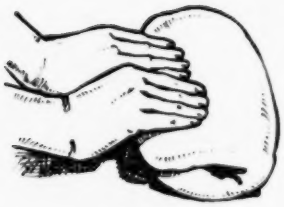
### Preparing Rolled Biscuits (Soft Dough)

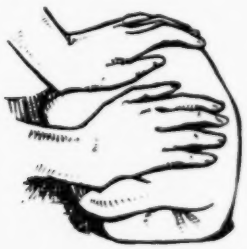
There are two kinds of rolled biscuits: *cake biscuits* and *flaky biscuits*. The difference between them has to do with the mixing. When the shortening is cut into the flour mixture, there will be lumps of shortening throughout the flour. If you stop when the lumps are still fairly large, the biscuits will be the flaky type. If you continue to cut the ingredients together until the lumps are smaller, about the size of peas, the biscuits will be cakelike. For either kind of biscuit, the procedure takes skill in order to avoid overmixing. Overmixing causes the dough to toughen and the biscuits to come out too hard.

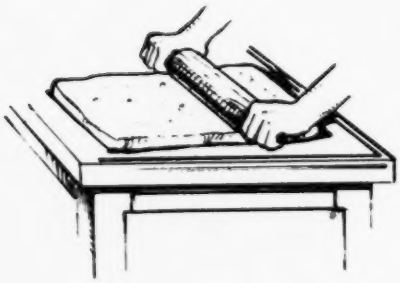
## **Information Sheet 5** (continued)
## Preparing Quick Breads

*To make the flaky kind of rolled biscuit, follow this general* procedure:

- **Sift the dry ingredients together** (flour, salt, sugar, and baking powder).
- **Cut in the shortening** with a pastry blender. Stop while the lumps are still fairly large.
- **Add the liquid** slowly, and stir the mixture lightly, just enough to wet the dry ingredients and form a dough. (Use the dough-hook attachment if you're operating a commercial mixer.)
- **Place the dough on a worktable** or workbench dusted with flour to prevent sticking.
- **Knead the dough gently** for about a minute. *To knead, first fold the dough toward you. Then, with the heels of both hands, push down on the dough. Give the dough a quarter turn and repeat the folding and pushing.* Stop kneading when the dough is soft and slightly elastic, but not sticky. (Overkneading will toughen the biscuits.)



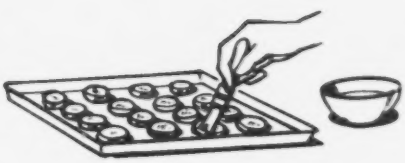




- **Roll out the dough** with a dusted rolling pin. Roll the dough from the center to the sides, lifting the rolling pin when it reaches the edge of the dough. Be sure to roll the dough evenly to a thickness of about one-half inch. (Dough rolled too thick will produce biscuits that are heavy and doughy in the center. Dough rolled too thin will produce biscuits that are hard and dry.)

## **Information Sheet 5** (continued)
## Preparing Quick Breads

- **Cut the dough** with a dusted biscuit cutter or pastry cutter. Do not twist the cutter—cut straight down. Cut out the shapes as close to each other as you can to avoid having extra scraps of dough.



- **Place the biscuits on an ungreased baking sheet** about one inch apart. Brush the tops of the biscuits with egg wash, milk, or melted butter or margarine to aid browning.

- **Bake** at 425° F until the biscuits are lightly browned on the outside and flaky inside.

**Characteristics of a High-Quality Rolled Biscuit**

It is evenly shaped, with a smooth, level top and straight sides.

Its crust is a light golden brown and tender.

The inside is creamy white. The crumb is slightly moist and flaky and peels off in layers.

Its size is about double the size of the cut biscuit dough.

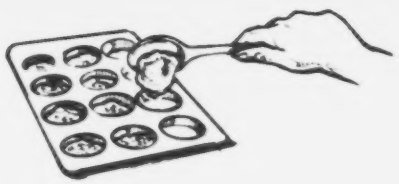
**Preparing Muffins (Drop Batter)**

To make high-quality muffins from drop batter, follow this general procedure:

- **Sift the dry ingredients together** (flour, salt, sugar, and baking powder).

- **Add the liquid ingredients** (usually eggs beaten with a wire whip, milk, and melted shortening), and mix just until the dry ingredients are moistened. The batter will look lumpy. *Do not overmix.*

## **Information Sheet 5** (continued)
## Preparing Quick Breads



- Carefully **drop spoonfuls or scoopfuls of batter into a lightly greased muffin pan**. Fill the muffin cups only half way, because the muffins will rise while baking.

- **Bake** at 400° F until the muffins are golden brown.

**Note:** To prepare loaf breads or cornbread, follow the muffin method but use a loaf pan or shallow baking pan.

**Characteristics of a High-Quality Muffin**

It has a thin, evenly browned crust.

Its top is "pebbled," like the head of a cauliflower. (Loaf bread and cornbread have smoother tops.)

The inside is even grained, with no tunnels (long holes). The crumb is slightly moist, tender, and light.

**Preparing Popovers (Pour Batter)**

Popovers look like little, golden brown balloons. They may be eaten with butter and jam, or their hollow centers may be filled with creamed meat, poultry or seafood, vegetables, meat and vegetable combinations, or any of a variety of sweet fillings such as ice cream, pudding, fruit, and custard.

To make high-quality popovers from pour batter, follow this general procedure:

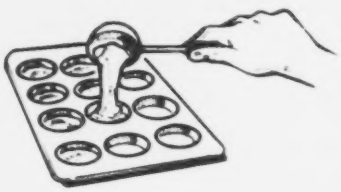
- **Lightly grease a deep muffin pan or custard cups.** (For the popovers to expand like balloons, the pan or cups must be *deep*.)

- **Sift the flour and salt**.

- **Beat the eggs and liquid** together with a wire whip.

- **Add the liquid ingredients to the dry ingredients**. Mix the batter until it is free of lumps. The batter will be thin. (Sometimes a very small amount of fat is added.) Allow the batter to set 20 to 30 minutes.

## **Information Sheet 5** (continued)
## Preparing Quick Breads



- **Pour the batter** into the prepared muffin pan or custard cups. Fill the cups only half way, because the popovers will rise while baking.

- **Place in the oven and bake** at 400° F until the popovers are puffed up and brown—about 30 minutes. (Steam escaping through tiny cracks in the crust causes the popovers to rise.)

- **Reduce the heat** to 350° F to prevent overbrowning, and continue baking for another 15 minutes.

**Note:** Do not open the oven door to check the popovers during baking; the steam (which is the main leavening agent) can condense (that is, become water) and cause them to collapse. Also, be sure to bake long enough; a popover removed from the oven too soon will collapse.

*Cross section of a baked popover in the pan*

**Characteristics of a High-Quality Popover**

It is large and well puffed.

The shell is golden brown and crisp and the walls thin.

The inside is hollow; the inside walls have slightly moist (but not raw) strands of dough.

# Activity 5A
## Mixing Methods

**Directions**

**On a separate sheet of paper,** write out the following statements. Choose the best answer for each to fill in the blanks.

DO NOT WRITE IN THIS LAP

1. The biscuit method yields _____.
   —pour batter
   —drop batter
   —soft dough
   —thin batter

2. The muffin method yields _____.
   —pour batter and drop batter
   —soft dough and hard dough
   —rolled and dropped biscuits
   —flaky and cakelike dough

3. When mixing quick-bread batter, it is important to _____.
   —avoid greasing the pans
   —mash down the lumps
   —avoid overmixing
   —make a tough gluten

4. Prepared mixes contain all the usual quick-bread ingredients except _____.
   —flour and sugar
   —liquid and eggs
   —shortening and salt
   —baking powder and eggs

5. When making _____, you cut the shortening into the flour until the lumps are about the size of peas.
   —flaky biscuits
   —popovers
   —muffins
   —cake biscuits

6. To knead dough, first _____.
   —fold it toward you
   —push down on it
   —roll it out
   —give it a quarter turn

7. To prepare loaf breads, follow _____ and use a loaf pan.
   —the loaf method
   —the biscuit method
   —the muffin method
   —either the loaf method, the biscuit method, or the muffin method

8. Popovers are made from _____.
   —pour batter
   —drop batter
   —soft dough
   —quick mix

## **Activity 5A** (continued)
## Mixing Methods

9. If popovers are removed from the oven too soon, they will _____.
   —develop tunnels
   —condense
   —dry out
   —collapse

**Check your answers in the back of this LAP.** If you miss any, review Information Sheet 5.

## Activity 5B
Quick-Bread Characteristics

**Directions**

**On a separate sheet of paper,** write the names of three quick breads, as listed below. Then write the characteristics each has when it is prepared correctly. Choose **three** characteristics from the following list for **each** quick bread.

**Quick Breads**

1. muffins _____

2. biscuits _____

3. popovers _____

**Characteristics**

Evenly shaped, with smooth, level tops and straight sides

Pebbled tops

Thin, evenly browned crusts

Hollow inside

Slightly moist, tender, and light crumb

Golden brown and crisp shells with thin walls

Slightly moist and flaky crumb, which peels off in layers

Double the size of the cut dough

Large and well puffed

**Check your answers in the back of this LAP.** If you miss any, review Information Sheet 5.

## Activity 5C
Practice Checklist:
Prepare Rolled Biscuits

**Directions**

Write down the steps and standards for evaluation for this task **on a separate sheet of paper.** Then, ask your instructor for the tools, equipment, and ingredients you will need to practice this skill. FOLLOW THESE STEPS CAREFULLY. You may want to look at the information in the LAP for help in performing the task.

**Steps**

| ✔ | |
|---|---|
| | 1. Get a recipe for rolled biscuits from your instructor. Read the recipe and make any necessary adjustments. |
| | 2. Wash your hands. |
| | 3. Organize your work area by assembling all ingredients, tools, and utensils near the oven. |
| | 4. Preheat the oven to the temperature given in the recipe. |
| | 5. Measure and weigh the ingredients. |
| | 6. Sift the flour, salt, and baking powder together. |
| | 7. Cut in the shortening. |
| | 8. Pour in the liquid, and mix until a soft dough is formed. |
| | 9. Place the dough on a lightly floured worktable, and knead the dough three to five times. |
| | 10. Roll out the dough to the desired thickness. (Be careful not to roll out the dough too thick or too thin.) |
| | 11. Cut the dough with a biscuit cutter. |
| | 12. Place the biscuits on ungreased, shallow pans or baking sheets. |
| | 13. Brush the top of each biscuit with egg wash, milk, or melted butter. |
| | 14. Bake for the recommended time. |
| | 15. Remove the biscuits from the baking pans or sheets, and serve them hot. **Caution:** Use standard safety precautions when working with hot surfaces. |
| | 16. Clean and sanitize the work area, utensils, and equipment. |

DANGER

**Standards for Evaluation**

| ✔ | |
|---|---|
| | 1. Were the recipe and preparation procedures followed correctly? |
| | 2. Are the biscuits evenly shaped, with smooth, level tops and straight sides? |
| | 3. Are their crusts a light golden brown and tender? |

## **Activity 5C** (continued)
## Practice Checklist:
## Prepare Rolled Biscuits

| |
|---|
| 4. Is their crumb creamy white, slightly moist, and flaky, and does it peel off in layers? |
| 5. Is the size of each about double the size of the cut biscuit dough? |
| 6. Were all safety precautions followed? |
| 7. Were all sanitation procedures followed? |

# Activity 5D
## Practice Checklist: Prepare Muffins

**Directions**

Write down the steps and standards for evaluation for this task **on a separate sheet of paper.** Then, ask your instructor for the tools, equipment, and ingredients you will need to practice this skill. FOLLOW THE STEPS CAREFULLY. You may want to look at the information in the LAP for help in performing the task.

**Steps**

| ✔ | |
|---|---|
| | 1. Get a recipe for muffins from your instructor. Read the recipe and make any necessary adjustments. |
| | 2. Wash your hands. |
| | 3. Organize your work area by assembling all ingredients, tools, and utensils near the oven. |
| | 4. Preheat the oven to the temperature given in the recipe. |
| | 5. Measure and weigh the ingredients. |
| | 6. Sift the dry ingredients together. |
| | 7. Beat the eggs until they are light. Add the liquid and shortening to the beaten eggs. Pour the liquid mixture into the dry mixture and mix just until all the ingredients are moistened. |
| | 8. Drop spoonfuls or scoopfuls of batter into lightly greased muffin pans. Fill the muffin cups only half way. |
| | 9. Bake for the recommended time—until the crust is golden brown. |
| | 10. Remove the muffins from the pans and serve them hot. **Caution:** Use standard safety precautions when working with hot surfaces. |
| | 11. Clean and sanitize the work area, utensils, and equipment. |

**Standards for Evaluation**

| ✔ | |
|---|---|
| | 1. Were the recipe and preparation procedures followed correctly? |
| | 2. Do the muffins have thin, evenly browned crusts? |
| | 3. Are their tops pebbled? |
| | 4. Is their crumb even grained, with no tunnels, slightly moist, tender, and light? |
| | 5. Were all safety precautions followed? |
| | 6. Were all sanitation procedures followed? |

# Activity 5E
## Practice Checklist: Prepare Popovers

**Directions**

Write down the steps and standards for evaluation for this task **on a separate sheet of paper.** Then, ask your instructor for the tools, equipment, and ingredients you will need to practice this skill. FOLLOW THE STEPS CAREFULLY. You may want to look at the information in the LAP for help in performing the task.

**Steps**

| ✔ | |
|---|---|
| | 1. Get a recipe for popovers from your instructor. Read the recipe and make any necessary adjustments. |
| | 2. Wash your hands. |
| | 3. Preheat the oven to the temperature given in the recipe. |
| | 4. Organize your work area by assembling all ingredients, tools, and utensils near the oven. |
| | 5. Measure and weigh the ingredients. |
| | 6. Lightly grease a deep muffin pan or custard cups. |
| | 7. Sift the dry ingredients together. |
| | 8. Beat the eggs and liquid together. |
| | 9. Add the liquid mixture to the flour mixture, and mix the batter until it is smooth. **Caution:** Use standard safety precautions when operating the mixing machine. |
| | 10. Pour the batter into the muffin pan or custard cups. Fill the cups half way. (Be careful not to pour too much or too little batter into the cups.) |
| | 11. Bake until the popovers are puffed up and brown—about 20 to 30 minutes. Do not open the oven door during baking. |
| | 12. Lower the oven temperature as directed in the recipe, and continue baking for another 15 minutes. |
| | 13. Remove the pan from the oven and serve the popovers hot. **Caution:** Use standard safety precautions when working with hot surfaces. |
| | 14. Clean and sanitize the work area, utensils, and equipment. |

**Standards for Evaluation**

| ✔ | |
|---|---|
| | 1. Were the recipe and preparation procedures followed correctly? |
| | 2. Are the popovers large and well puffed? |
| | 3. Are the shells golden brown and crisp and the walls thin? |
| | 4. Are the insides hollow and the inside walls slightly moist? |
| | 5. Were all safety precautions followed? |
| | 6. Were all sanitation procedures followed? |

# Answer Keys for Written Activities

**Activity 1:**
Matching Vocabulary Words

1. **elastic**—easily stretched or expanded; flexible
2. **porous**—having many small holes that allow liquids to be absorbed or to pass through
3. **dissolve**—to be absorbed into a liquid; to become fluid
4. **cut in**—to blend one ingredient into another; to distribute shortening in flakes or lumps among the dry ingredients of quick breads
5. **leavening**—a substance that causes a product to rise during baking
6. **knead**—to work dough with the hands in order to press the air out and develop the gluten
7. **gluten**—an elastic substance (protein) in wheat flour that gives strength to dough
8. **sift**—to pass dry ingredients through a sieve (a fine screen) in order to make them light
9. **dust**—to sprinkle with flour in order to prevent sticking
10. **crumb**—the soft, inside part of bread

**Activity 2:**
Quick Breads

1. Quick breads are often served instead of yeast breads because they are **less expensive and take less time to prepare.**
2. One major reason quick breads are quick and easy to make is that **you don't have to knead the dough a long time.**
3. Another major reason quick breads are quick and easy to make is that **they're leavened with fast-acting agents.**
4. **All-purpose** flour and **cake** flour are used for most quick breads.

**Activity 3:**
Types of Quick Breads

1. Pour batter is **thin** because it has a large amount of **liquid** and a small amount of **flour.**
2. Popular drop-batter quick breads are **muffins** and **drop biscuits.**
3. Rolled biscuits and donuts are made from **soft dough.**
4. Of all quick breads, **muffins** take the least time to prepare.
5. **Popovers** are hollow muffins made without baking powder.
6. Loaves take longer than muffins to bake because the large amount of **batter** heats through slowly.

## Answer Keys for Written Activities (continued)

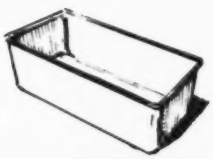
7. Certain quick breads, such as **banana bread** and **nut bread**, are best made as loaves.

8. **Steam** makes **popovers** puff up in the pan.

**Activity 4A:**
Equipment

1. **plastic scraper**

2. **measure**

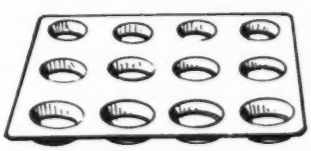


3. **loaf pan**

4. **pastry brush**

5. **wire whip**

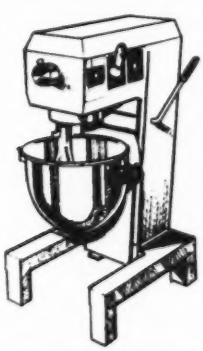
6. **pastry blender**



7. **muffin pan**

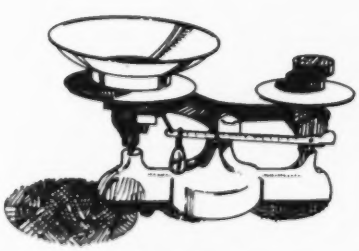
8. **rolling pin**

9. **pastry cutter**



10. **mixing machine**

11. **flour sifter**



12. **baker's scale**

## Answer Keys to Written Activities (continued)

**Activity 4B:**
Ingredients

1. flour: **gives quick bread form and shape**
2. leavening: **makes the bread rise**
3. sugar: **helps brown the crust**
   **helps make the inside tender by absorbing moisture**
4. liquid: **mixes with gluten to help give dough (or batter) its elasticity and strength**
   **acts as a leavening agent when it changes to steam**
   **dissolves other ingredients**
5. salt: **brings out flavor**
6. shortening: **makes quick bread tender**

**Activity 5A:**
Mixing Methods

1. The biscuit method yields **soft dough.**
2. The muffin method yields **pour batter and drop batter.**
3. When mixing quick-bread batter, it is important to **avoid overmixing.**
4. Prepared mixes contain all the usual quick-bread ingredients except **liquid and eggs.**
5. When making **cake biscuits**, you cut the shortening into the flour until the lumps are about the size of peas.
6. To knead dough, first **fold it toward you.**
7. To prepare loaf breads, follow **the muffin method** and use a loaf pan.
8. Popovers are made from **pour batter.**
9. If popovers are removed from the oven too soon, they will **collapse.**

**Activity 5B:**
Quick-Bread Characteristics

1. muffins: **pebbled tops**
   **thin, evenly browned crusts**
   **slightly moist, tender, and light crumb**
2. biscuits: **evenly shaped, with smooth, level tops and straight sides**
   **slightly moist and flaky crumb, which peels off in layers**
   **double the size of the cut dough**
3. popovers: **large and well puffed**
   **golden brown and crisp shells with thin walls**
   **hollow inside**

State of Florida
Department of Education
Ralph D. Turlington, Commissioner of Education
Tallahassee, Florida
Affirmative action/equal opportunity employer

*Division of Vocational, Adult, and Community Education*

This public document was promulgated at a cost of $1,285.69, or $2.403 per copy, to provide Florida students and educators with competency-based commercial foods and culinary arts instructional materials.

IE 352 BK 86

INSTRUCTOR'S GUIDE
LAP
5.15b

# Quick Breads

**Basic Food Preparation**

Sponsored and published by:
Florida Department of Education
Ralph D. Turlington, Commissioner of Education

Produced by:
The Center for Instructional Development and Services
(Formerly The Center for Studies in Vocational Education)
Florida State University

For further information, contact:
Research Coordinating Unit
Bureau of Program Improvement
Division of Vocational, Adult, and Community Education
Department of Education
Knott Building
Tallahassee, FL 32301-8101

©State of Florida, Department of State, 1986

Authorization for reproduction is hereby granted to the State System of Public Education as defined in 228.041(1), Florida Statutes. No authorization is granted for distribution or reproduction outside the State System of Public Education without prior approval in writing.

The use of trademarks in this document is strictly for the purpose of clarity and in no way should be considered an endorsement by the Department of Education, Florida State University, or The Center for Instructional Development and Services.

**Florida: A State of Educational Distinction.** On a statewide average, educational achievement in the state of Florida will equal that of the upper quartile of states within five years, as indicated by commonly accepted criteria of attainment.

DVACE/01/86/155

123456789/89876

INSTRUCTOR'S
GUIDE
LAP
5.15b

# Quick Breads

**Basic Food Preparation**

State of Florida
Department of Education
Ralph D. Turlington, Commissioner of Education
Tallahassee, Florida
Affirmative action/equal opportunity employer

*Division of Vocational, Adult, and Community Education*

January 1986

# Acknowledgments

**The Division of Vocational, Adult, and Community Education, Florida Department of Education wishes to express its gratitude to the agencies listed, which have granted permission for Florida to adapt the following materials:**

*Quantity Foods,* developed by the 916 Vocational-Technical Center, White Bear Lake, Minnesota.

*Food Management, Production, and Services: Competency-Based Curriculum,* developed for the Tennessee State Department of Education, Division of Vocational Education, Nashville, Tennessee.

Career Related Instruction Series: *Baking and Pastry; Food Preparation; Food Service,* developed at the Capital Area Career Center, Mason, Michigan.

**Also used were:**

Employability Skills Series: *Good Work!* and *Food Production and Services: Learning Manager's Guide,* developed by the Florida Division of Vocational, Adult, and Community Education.

**Subject matter experts who reviewed materials from around the nation, selected the materials to be adapted, and used their considerable experience and talents to monitor the development process were:**

William Jacoby, St. Augustine Technical Center

Richard Petrello, Withlacoochee Area Vocational-Technical Center

William Petsch, Pinellas Vocational-Technical Institute

Nancy Steryous, St. Petersburg Vocational-Technical Institute

Bill White, Northeast Senior High School, St. Petersburg

John Wright, Westside Vocational Skills Center, Jacksonville

Ronald Zabkiewicz, South Technical Education Center, Boynton Beach

**Assistance on the project was also given by:**

Valeria Mason and Iris Helveston, Regional Program Consultants, Division of Vocational, Adult, and Community Education

**The following individuals at The Center for Instructional Development and Services, Florida State University, adapted the materials:**

Romeo Massey, Project Manager

Catherine P. Fulford, Shahrokh Massoudi, Hilary L. Morris, and Margaret Van Every, Instructional Designers

Margaret Barlow, Frances Brock, Ellen Wells, and Charles Silverman, Writer/Editors

John Francis, Visual Designer

Gary Carroll, Deborah Green, and Fred Clark, Illustrators

# Contents

**Contents of Instructor's Guide 5.15b**


**Instructional Matrix** ..... 2

**Notes to the Instructor** ..... 4

**Suggested Instructional Procedures** ..... 5

**Written Test** ..... 7

**Answer Key for Written Test** ..... 16

**Skills Test** ..... 18


**Contents of LAP 5.15b**


**Introduction** ..... 2

**Vocabulary** ..... 5

**Introduction to Quick Breads** ..... 7

**Types of Quick Breads** ..... 10
Mixtures for Batter and Dough ..... 10
Major Varieties of Quick Breads ..... 10

**Equipment and Ingredients** ..... 13
Equipment for Mixing Batter ..... 13
Equipment for Making Up and Baking ..... 13
Ingredients ..... 14

**Preparing Quick Breads** ..... 19
Mixing Methods ..... 19
Preparing Rolled Biscuits (Soft Dough) ..... 20
Preparing Muffins (Drop Batter) ..... 22
Preparing Popovers (Pour Batter) ..... 23

**Answer Keys for Written Activities** ..... 32

# Instructional Matrix

**Directions** If you want to use only part of the materials in this LAP, use this matrix to help you select what you need.

| Objectives | Instructional Materials | Practice and Feedback | Evaluation |
|---|---|---|---|
| **Knowledge Objectives** | **Information Sheets** | **Written Activities** | **Written Test Items** |
| 1. Match vocabulary words with their definitions. (At least 8 out of 10 must be correct.) | 1: Vocabulary | 1: Matching Vocabulary Words | Part I: 1-10 |
| 2. Choose the correct words or phrases to complete multiple-choice statements about quick breads. (All 4 must be correct.) | 2: Introduction to Quick Breads | 2: Quick Breads | Part II: 1-4 |
| 3. Complete statements about types of quick breads by filling in the blanks with words selected from a word bank. (At least 10 out of 13 must be correct.) | 3: Types of Quick Breads | 3: Types of Quick Breads | Part III: 1-13 |
| 4. Match the names of equipment with illustrated pieces of equipment. (At least 10 out of 12 must be correct.) | 4: Equipment and Ingredients | 4A: Equipment | Part IV: 1-12 |
| 5. Identify the names of the six major quick-bread ingredients, and match them with their functions. (All 6 must be correct.) | 4: Equipment and Ingredients | 4B: Ingredients | Part V: 1-6 |
| 6. Choose the correct words or phrases to complete multiple-choice statements about mixing methods. (At least 8 out of 9 must be correct.) | 5: Preparing Quick Breads | 5A: Mixing Methods | Part VI: 1-9 |
| 7. Match three kinds of quick breads with the characteristics they have when prepared correctly. (All 3 must be correct.) | 5: Preparing Quick Breads | 5B: Quick-Bread Characteristics | Part VII: 1-3 |

## Instructional Matrix (continued)

| Objectives | Instructional Materials | Practice and Feedback | Evaluation |
|---|---|---|---|
| **Skill Objectives** | **Information Sheets** | **Practice Checklists** | **Skills Test Items** |
| 1. Prepare rolled biscuits. The biscuits must be evenly shaped, with smooth, level tops and straight sides. Their crumb must be creamy white, slightly moist, and flaky, and should peel off in layers. Each should be about double the size of the cut biscuit dough. All safety precautions and sanitation procedures must be followed. | 5: Preparing Quick Breads | 5C: Prepare Rolled Biscuits | Part I: 1-7 |
| 2. Prepare muffins. The muffins must have thin, evenly browned crusts. Their tops should be pebbled. Their crumb should be even grained with no tunnels, slightly moist, tender, and light. All safety precautions and sanitation procedures must be followed. | 5: Preparing Quick Breads | 5D: Prepare Muffins | Part II: 1-7 |
| 3. Prepare popovers. The popovers must be large and well puffed. Their shells should be golden brown and crisp and their walls thin. Their insides must be hollow and the inside walls slightly moist. All safety precautions and sanitation procedures must be followed. | 5: Preparing Quick Breads | 5E: Prepare Popovers | Part III: 1-7 |

# Notes to the Instructor

**General Notes**

- This LAP is the second of two LAPs about breads.
- Students should complete LAP 5.15a before beginning this LAP.
- Have students view the filmstrips on quick breads at appropriate points of instruction in this LAP. (These filmstrips are from the series *Food Production and Services Filmstrips*, Part 3; Tallahassee, Fla.: Florida Department of Education, Division of Vocational, Adult, and Community Education; to be released in 1985 [hereafter referred to as *FPS Filmstrips*, Part 3].) The filmstrips may be used with regular students or with academically disadvantaged students.

**OPPS**

The materials in LAP 5.15b cover or are related to the following Florida **OPPS** (Occupational Proficiency Performance Standards):

Prepare quick breads (i.e., muffins, biscuits, etc.).

**V-TECS**

The materials in LAP 5.15b cover or are related to the following areas of the Florida/**V-TECS** (Vocational-Technical Education Consortium of States) *Commercial Cook* catalog:

**Duty:** Preparing and Cooking Breakfast Items

**Task:** Prepare quick breads (i.e., cornbread, muffins, biscuits).

**Objective:** Given a standardized recipe, flour, cornmeal, sugar, milk, leavening, shortening, salt, other necessary ingredients, measuring cups and spoons, pastry board, rolling pin, biscuit cutter, mixing bowls and spoons, sifter, and baking or muffin pans, prepare quick breads. The quick breads must be uniform in size and shape with uniformly golden brown crusts. They must be free from tunnels (air holes), tender, light, and slightly moist inside.

**Career MAP**

The materials in LAP 5.15b cover or are related to the following Commercial Foods and Culinary Arts Career MAP (Career *M*erit *A*chievement *P*lan) competencies:

Identify and select baking and dessert ingredients.
Prepare baked products using mixes.
Prepare and bake quick breads.

**Special Needs**

The following materials can be used for students who are educable mentally retarded/handicapped (EMR/EMH) or academically disadvantaged as an alternative to, or in addition to, this LAP:

Series: Career Related Instruction (CRI)
Occupational Cluster: Food Preparation and Service
Titles: *Tools Used When Making Quick Breads* (FPS BP 02 004)
*Some Words Used in Baking Recipes* (FPS CT 10 003)
*What Pans Are Used for Baking?* (FPS CT 14 001)
*How Do You Grease a Pan for Baking?* (FPS CT 14 002)

# Suggested Instructional Procedures

**Individual Instruction**

If you choose to have the student(s) use this LAP as a self-paced, self-instructional unit, have the student(s) follow the learning steps in the LAP, as listed below.

**Learning Steps in LAP 5.15b**

1. View the filmstrip *Quick Breads and Their Ingredients (FPS Filmstrips*, Part 3), and complete the activity.
2. Read and study **Information Sheet 1:** Vocabulary.
3. Complete **Activity 1:** Matching Vocabulary Words. Check your answers.
4. Read and study **Information Sheet 2:** Introduction to Quick Breads.
5. Complete **Activity 2:** Quick Breads. Check your answers.
6. Read and study **Information Sheet 3:** Types of Quick Breads.
7. Complete **Activity 3:** Types of Quick Breads. Check your answers.
8. Read and study **Information Sheet 4:** Equipment and Ingredients.
9. Complete **Activity 4A:** Equipment. Check your answers.
10. Complete **Activity 4B:** Ingredients. Check your answers.
11. View the filmstrips *Soft Dough—Biscuits, Pour Batter—Pancakes,* and *Drop Batter—Blueberry Muffins* (all *FPS Filmstrips,* Part 3), and complete the activities.
12. Read and study **Information Sheet 5:** Preparing Quick Breads.
13. Complete **Activity 5A:** Mixing Methods. Check your answers.
14. Complete **Activity 5B:** Quick-Bread Characteristics. Check your answers.
15. Complete **Activity 5C:** Practice Checklist—Prepare Rolled Biscuits.
16. Complete **Activity 5D:** Practice Checklist—Prepare Muffins.
17. Complete **Activity 5E:** Practice Checklist—Prepare Popovers.
18. Get **Written Test 5.15b** from your instructor and complete it. If you are successful, go on to Step 19; if not, talk with your instructor.
19. Have your instructor evaluate you on **Skills Test 5.15b**. If you are successful, you have completed this LAP; if not, talk with your instructor.

## Suggested Instructional Procedures (continued)

**Group Instruction**

If you choose to use this LAP as a unit of instruction for more than one student, the following teaching steps are suggested.

### Teaching Steps for LAP 5.15b

1. Introduce the subject of preparing quick breads, and view the filmstrips *Quick Breads and Their Ingredients, Soft Dough—Biscuits, Pour Batter—Pancakes,* and *Drop Batter—Blueberry Muffins* (all *FPS Filmstrips*, Part 3).
2. Discuss the objectives in LAP 5.15b.
3. Discuss the vocabulary words with the group.
4. Have each student read the information sheets and do the written activities in the LAP.
5. Discuss with the group the differences between quick breads and yeast breads.
6. Discuss with the group the types of quick breads.
7. Discuss with the group the equipment and ingredients needed in making quick breads.
8. Discuss mixing methods with the group.
9. Demonstrate the preparation of quick breads by using the practice checklists (Activities 5C, 5D, and 5E). Have students practice, with your assistance.
10. Give students Written Test 5.15b to complete. Evaluate the results, using the Answer Key in this Instructor's Guide. Make special arrangements for those who do not master this unit.
11. Use Skills Test 5.15b to evaluate each student. Assign students who do not master tasks satisfactorily to practice more in the kitchen, with some assistance.
12. Use the additional instructional activities/enrichment with the group or with individual students.

**Additional Instructional Activities/Enrichment**

### Suggested Readings

Haines, Robert G. *Food Preparation for Hotels, Restaurants, and Cafeterias.* 2nd ed. Alsip, Ill.: American Technical Publishers, 1973, pp. 520–28.

# Written Test 5.15b

## I. Matching Vocabulary Words

**Directions**

Match each vocabulary word below with its correct definition. Write the letter of the definition, chosen from the following list, in the blank beside each word.

**Vocabulary Words**

_____ 1. **elastic**

_____ 2. **porous**

_____ 3. **dissolve**

_____ 4. **cut in**

_____ 5. **leavening**

_____ 6. **knead**

_____ 7. **gluten**

_____ 8. **sift**

_____ 9. **dust**

_____ 10. **crumb**

**Definitions**

a. to be absorbed into a liquid; to become fluid

b. to pass dry ingredients through a sieve (a fine screen) in order to make them light

c. to sprinkle with flour in order to prevent sticking

d. having many small holes that allow liquids to be absorbed or to pass through

e. a substance that causes a product to rise during baking

f. an elastic substance (protein) in wheat flour that gives strength to dough

g. the soft, inside part of bread

h. to work dough with the hands in order to press the air out and develop the gluten

i. to blend one ingredient into another; to distribute shortening in flakes or lumps among the dry ingredients of quick breads

j. easily stretched or expanded; flexible

## **Written Test 5.15b** (continued)
## II. Quick Breads

**Directions**

Read the following statements. Choose the word or phrase that best completes each statement. Circle the letter of the correct answer.

1. Quick breads are often served instead of yeast breads because they are _____.
   a. tenderer and more cakelike
   b. more popular and more nutritious
   c. more nutritious and less expensive
   d. less expensive and take less time to prepare

2. One major reason quick breads are quick and easy to make is that _____.
   a. you don't have to knead the dough a long time
   b. you don't have to bake them a long time
   c. they can be frozen and reheated
   d. they dry out rapidly

3. Another major reason quick breads are quick and easy to make is that _____.
   a. they don't need leavening, only steam
   b. they're leavened with fast-acting agents
   c. they have the most elastic gluten
   d. they rise and become light and porous

4. _____ flour and _____ flour are used for most quick breads.
   a. all-purpose, cake
   b. bread, all-purpose
   c. cake, whole-wheat
   d. rye, whole-wheat

## **Written Test 5.15b** (continued)
## III. Types of Quick Breads

**Directions**

Read the statements below. Fill in the blanks with the correct words selected from the word bank that follows.

Pour batter is (1)_____ because it has a large amount of (2)_____ and a small amount of (3)_____.

Popular drop-batter quick breads are (4)_____ and (5)_____.

Rolled biscuits and donuts are made from (6)_____.

Of all quick breads, (7)_____ take(s) the least time to prepare.

(8)_____ are hollow muffins made without baking powder.

Loaves take longer than muffins to bake because the large amount of (9)_____ heats through slowly.

Certain quick breads, such as (10)_____ and (11)_____, are best made as loaves.

(12)_____ make(s) (13)_____ puff up in the pan.

**Word Bank**

soft dough
banana bread
salt
baking powder
yeast
steam
drop biscuits
thin
flour
rolls
pour batter
sugar
liquid
lumps
popovers
batter
muffins
nut bread
muffin cups

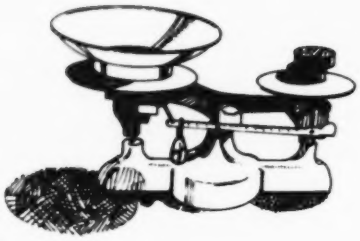
## **Written Test 5.15b** (continued)
## IV. Equipment

**Directions**

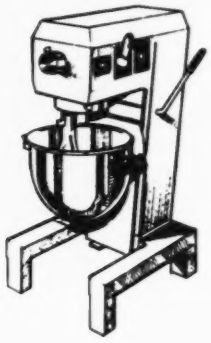
From the word bank on the next page, choose the correct name for each piece of equipment illustrated. Write your answers in the spaces provided.

1. _____

2. _____

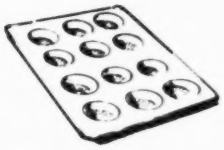


3. _____



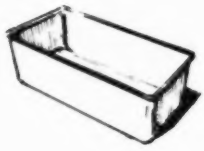
4. _____

5. _____



6. _____

7. _____



8. _____

9. _____

10. _____

11. _____

12. _____

## **Written Test 5.15b** (continued)
## IV. Equipment

**Word Bank**

wire whip
loaf pan
slicing machine
pastry brush
pastry tube
muffin pan
pastry bag
pastry cutter
plastic scraper
mixing machine
portion scales
baker's scale
flour sifter
sheet pan
measure
rolling pin
pastry blender
kitchen fork

## **Written Test 5.15b** (continued)
## V. Ingredients

**Directions**

Write out the names of the six major quick-bread ingredients in the spaces below. Beside each ingredient, write the letter(s) of the correct function(s), chosen from the following list. Some ingredients may have more than one function.

**Ingredients**

1. _____( )
2. _____( )
3. _____( )
4. _____( )
5. _____( )
6. _____( )

**Functions**

a. gives quick bread form and shape

b. dissolves other ingredients

c. helps make the inside tender by absorbing moisture

d. helps brown the crust

e. mixes with gluten to help give dough (or batter) its strength and elasticity

f. acts as a leavening agent when it is changed to steam

g. makes the bread rise

h. makes quick bread tender

i. brings out flavor

## **Written Test 5.15b** (continued)
## VI: Mixing Methods

**Directions**

Read the following statements. Choose the word or phrase that best completes each statement. Circle the letter of each correct answer.

1. The biscuit method yields _____.
   a. thin batter
   b. pour batter
   c. drop batter
   d. soft dough

2. The muffin method yields _____.
   a. soft dough and hard dough
   b. pour batter and drop batter
   c. rolled and dropped biscuits
   d. all of the above

3. When mixing quick-bread batter, it is important to _____.
   a. avoid overmixing
   b. mash down the lumps
   c. avoid greasing the pans
   d. make a tough gluten

4. Prepared mixes contain all the usual quick-bread ingredients except _____.
   a. flour and sugar
   b. baking powder and eggs
   c. liquid and eggs
   d. shortening and salt

5. When making _____, you cut the shortening into the flour until the lumps are about the size of peas.
   a. popovers
   b. flaky biscuits
   c. cake biscuits
   d. muffins

6. To knead dough, first _____.
   a. push down on it
   b. roll it out
   c. fold it toward you
   d. give it a quarter turn

7. To prepare loaf breads, follow _____ and use a loaf pan.
   a. the biscuit method
   b. the muffin method
   c. the loaf method
   d. any of the above

8. Popovers are made from _____.
   a. pour batter
   b. quick mix
   c. drop batter
   d. soft dough

## **Written Test 5.15b** (continued)
## VI. Mixing Methods

9. If popovers are removed from the oven too soon, they will _____.

   a. collapse
   b. dry out
   c. condense
   d. develop tunnels

## **Written Test 5.15b** (continued)
## VII. Quick-Bread Characteristics

**Directions**

Beside the name of each quick bread listed below, write the letters of **three** characteristics the quick bread has when it is prepared correctly. Select the characteristics from the list that follows.

**Quick Breads**

1. muffins (  ) (  ) (  )
2. biscuits (  ) (  ) (  )
3. popovers (  ) (  ) (  )

**Characteristics**

a. slightly moist, tender, and light crumb

b. slightly moist and flaky crumb, which peels off in layers

c. large and well puffed

d. double the size of the cut dough

e. thin, evenly browned crusts

f. evenly shaped, with smooth, level tops and straight sides

g. hollow inside

h. pebbled tops

i. golden brown and crisp shells with thin walls

# Answer Key for Written Test

Each section in the Written Test covers one objective and, therefore, should be evaluated separately. Criteria for evaluating each section are suggested below.

**I.** To master this objective, the student should answer 8 out of 10 correctly.

1. j
2. d
3. a
4. i
5. e
6. h
7. f
8. b
9. c
10. g

**II.** To master this objective, the student should answer all of these correctly.

1. d
2. a
3. b
4. a

**III.** To master this objective, the student should answer 10 out of 13 correctly. (The answers for 4 and 5 and for 10 and 11 may be given in reverse order.)

1. thin
2. liquid
3. flour
4. drop biscuits
5. muffins
6. soft dough
7. muffins
8. popovers
9. batter
10. banana bread
11. nut bread
12. steam
13. popovers

**IV.** To master this objective, the student should answer 10 out of 12 correctly.

1. flour sifter
2. wire whip
3. baker's scale
4. mixing machine
5. rolling pin
6. muffin pan
7. pastry brush
8. loaf pan
9. measure
10. plastic scraper
11. pastry cutter
12. pastry blender

**V.** To master this objective, the student should answer all of these correctly, in any order.

1. flour (a)
2. leavening (g)
3. sugar (c, d)
4. liquid (b, e, f)
5. salt (i)
6. shortening (h)

**VI.** To master this objective, the student should answer 8 out of 9 correctly.

1. d
2. b
3. a
4. c
5. c
6. c
7. b
8. a
9. a

## Answer Key for Written Test (continued)

**VII.** To master this objective, the student should answer all of these correctly.

1. a, e, h
2. b, d, f
3. c, g, i

# Skills Test 5.15b
## Quick Breads

Student's Name _____ Date _____

| The Student Can: | Yes | No |
|---|---|---|
| **I. Prepare rolled biscuits.** | | |
| 1. Organized work area and ingredients for efficient preparation before beginning. | ___ | ___ |
| 2. Followed recipe correctly. | ___ | ___ |
| 3. Followed preparation procedures correctly. | ___ | ___ |
| 4. Followed all safety precautions. | ___ | ___ |
| 5. Followed all sanitation procedures. | ___ | ___ |
| 6. Produced an acceptable product. Criteria: Are the biscuits evenly shaped, with smooth, level tops and straight sides? Are their crusts a light golden brown and tender? Is their crumb creamy white, slightly moist, and flaky, and does it peel off in layers? Is the size of each about double the size of the cut biscuit dough? | ___ | ___ |
| 7. Cleaned work area well. | ___ | ___ |
| **II. Prepare muffins.** | | |
| 1. Organized work area and ingredients for efficient preparation before beginning. | ___ | ___ |
| 2. Followed recipe correctly. | ___ | ___ |
| 3. Followed preparation procedures correctly. | ___ | ___ |
| 4. Followed all safety procedures. | ___ | ___ |
| 5. Followed all sanitation procedures. | ___ | ___ |
| 6. Produced an acceptable product. Criteria: Do the muffins have thin, evenly browned crusts? Are their tops pebbled? Is their crumb even grained, with no tunnels, slightly moist, tender, and light? | ___ | ___ |
| 7. Cleaned work area well. | ___ | ___ |
| **III. Prepare popovers.** | | |
| 1. Organized work area and ingredients for efficient preparation before beginning. | ___ | ___ |
| 2. Followed recipe correctly. | ___ | ___ |
| 3. Followed preparation procedures correctly. | ___ | ___ |
| 4. Followed all safety procedures. | ___ | ___ |
| 5. Followed all sanitation procedures. | ___ | ___ |
| 6. Produced an acceptable product. Criteria: Are the popovers large and well puffed? Are the shells golden brown and crisp and the wall thin? Are the insides hollow and the inside walls slightly moist? | ___ | ___ |
| 7. Cleaned work area well. | ___ | ___ |

State of Florida
Department of Education
Ralph D. Turlington, Commissioner of Education
Tallahassee, Florida
Affirmative action/equal opportunity employer

*Division of Vocational, Adult, and Community Education*

IE 353 BK 86